

Modifications and Accommodations

Modifications are changes made to student learning expectations or what the student is actually being taught. These changes allow the student to have access to meaningful learning. Modifications can include changes to instructional level, changes to content and modified grading.

Accommodations are changes to how the student accesses the curriculum. They do not change levels or expectations but instead change how the information is provided. This allows the student equal opportunity to the content based on their individual learning styles. Accommodations can include change to the time, environment, and materials.

Modifications and accommodations both change the overall assignment structure to better allow the student to access the content. They both are designed to help a child learn in a way specific to their learning styles and levels.

Assistive Technology

In order of assistive technology to be implemented successfully it must be collaborative, systematic, recursive, flexible, and based on student needs. You first must collect and gather any and all relevant information in order to identify where the need for technology is. Then goals are established as a team (often during IEP meetings) and a plan is created. In some cases multiple assistive technology solutions should be explored and tested to best meet the students needs. Once the assistive technology tool is selected an implementation plan must be created to ensure equipment is set up and maintained along with staff and student training provided. Adaptive lessons must then be created to include the assistive technology to meet the curricular goals. Lastly should be a plan for following up and assessing of the success of the AT and when needed create transition plans.